

**The University of Newcastle**  
**Faculty of Education and Arts**  
**School of Humanities and Social Science**

<http://www.newcastle.edu.au/school/hss/index.html>

<b>Student Focus are located at:</b>	§ <b>Callaghan</b>
Level 3, Shortland Union, Callaghan	<b>Office hours:</b> 9am – 5pm
	<b>Room:</b> HO1.43
Level 2, Student Services Centre, Callaghan	<b>Phone:</b> +61 2 4348 4323 or 44349 4934
	<b>Fax:</b> +61 2 4348 4075
Ground Floor, University House, City	<b>Email:</b> <a href="mailto:Humanities-SocialScience@newcastle.edu.au">Humanities-SocialScience@newcastle.edu.au</a>
	<b>Web:</b> <a href="http://www.newcastle.edu.au/school/hss/">www.newcastle.edu.au/school/hss/</a>
Ground Floor, Administration Building, Ourimbah	

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## **HIST3220 – Issues in Australian History**

### **Semester 2 – 2006**

Course Co-ordinator: Dr Erik Eklund

Room: MCLG 26a

Ph: 49215219

Fax: 49216940

Email: [Erik.Eklund@newcastle.edu.au](mailto:Erik.Eklund@newcastle.edu.au)

Consultation hours: Tuesday 10 to 11am; Wednesday 11 to 12noon.

#### **Course Overview**

##### **Brief Course Description**

Takes an in-depth look at specific issues in Australian history that have provoked debate and controversy. The aim is to take a considered look at historical debates surrounding these issues, consider some of the relevant primary sources, and discuss the theoretical and political context to contemporary developments in the study of Australian history. The course provides students with an overarching knowledge of historical debates, while also encouraging the development of the skills of researching, writing, and evaluating historical arguments. The idea that the Australian past is the subject of debate and contestation will be introduced in a challenging yet enjoyable fashion.

##### **Contact Hours**

Lecture for 2 Hours per Week for the Full Term

Tutorial for 2 Hours per Week for 12 Weeks

##### **Learning Materials/Texts**

Stuart Macintyre with Anna Clark, *The History Wars*. Melbourne: MUP, 2003.

John Hirst, *Sense and Nonsense in Australian History*. Melbourne: Black Inc Agenda, 2005.

##### **Course Objectives**

Upon completion of the course students should be able to demonstrate: an awareness of the major issues in the study and practice of Australian history; an ability to evaluate critically competing historical interpretations, and primary sources; an ability to understand and analyse academic as well as popular history; research and reflective skills relevant to the study of the humanities and written and oral communications skills appropriate for a professionalised scholarly environment.

**Course Outline Issued and Correct as at: Week 1 Semester 2 2006**

**CTS Download Date: 16 June 2006**

### Course Content

There may be some slight variation in course content from year to year. Topics covered may include: Aboriginal history, famous Australian historians, the bush legend, the myth of Anzac, 'Black armband' history, History and Heritage, the Great Depression, oral history, War and Society, the post-war suburb, and the Whitlam Dismissal.

### Assessment Items

Essays / Written Assignments	One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies, plus other shorter exercises as specified in the course guide, totaling 5,000 - 7,000 words, 50 - 70%.
Examination: Formal	Formal exam or class test, as specified in the course guide, 20 - 40%.
Group/tutorial participation and contribution	Class participation demonstrating preparation and involvement, worth 10%
Other: (please specify)	Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester.

### Assumed Knowledge

20 units in History at 1000 level or equivalent.

### Callaghan Campus Timetable

#### HIST3220

#### ISSUES IN AUSTRALIAN HISTORY

Enquiries: School of Humanities and Social Science

Semester 2 - 2006

Lecture	Wednesday	9:00 - 11:00	[AT25]	
and Tutorial	Tuesday	11:00 - 13:00	[V111]	Commencing Week 2
or	Tuesday	14:00 - 16:00	[V25]	Commencing Week 2

### Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

[http://www.newcastle.edu.au/policy/academic/general/academic\\_integrity\\_policy\\_new.pdf](http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf)

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

### **Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

### **Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
  2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
- must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

[http://www.newcastle.edu.au/policy/academic/adm\\_prog/adverse\\_circumstances.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstances.pdf)

### **Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 2 courses: **31 August 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

<http://www.newcastle.edu.au/study/enrolment/changingenrolment.html>

### **Contact Details**

#### **Faculty Student Service Offices**

#### **The Faculty of Education and Arts**

Room: GP1-22 (General Purpose Building)

Phone: 0249 215 314

#### **The Dean of Students**

Dr Jennifer Archer

Phone: 492 15806

Fax: 492 17151

[resolutionprecinct@newcastle.edu.au](mailto:resolutionprecinct@newcastle.edu.au)

Various services are offered by the University Student Support Unit:

<http://www.newcastle.edu.au/study/studentssupport/index.html>

### **Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

### **Web Address for Rules Governing Undergraduate Academic Awards**

[http://www.newcastle.edu.au/policy/academic/cw\\_ugrad/awards.pdf](http://www.newcastle.edu.au/policy/academic/cw_ugrad/awards.pdf)

## STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: [student-disability@newcastle.edu.au](mailto:student-disability@newcastle.edu.au)

As some forms of support can take a few weeks to implement, it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

[www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

### Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:

§ [http://studinfo1.newcastle.edu.au/rego/stud\\_choose\\_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

Registrations close at the end of week 2 of semester.

### Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

### Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

#### Hard copy submission:

- § **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- § **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- § **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- § **Staple the pages** of your assignment together (do not use pins or paper clips).
- § **University coversheet:** All assignments must be submitted with the University coversheet:  
<http://www.newcastle.edu.au/school/hss/studentguide/index.html>
- § **Assignments are to be deposited at any Student Focus. Focus are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah, Room H01.43

Any changes to this procedure will be announced during the semester.

- § **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- § **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

### **Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

§ [Major Essay](#)

§ [Tutorial Paper](#)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

### **Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

### **Special Consideration/Extension of Time Applications**

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.

<http://www.newcastle.edu.au/study/forms/index.html>

### **No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact the Course Coordinator to make a consultation time to receive individual feedback on their assignments.

### **Remarks**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

§ [www.newcastle.edu.au/policy/academic/adm\\_prog/procedures\\_appeals\\_finalresult.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf)

### **Return of Assignments**

Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

### **Preferred Referencing Style**

In this course, you should use the Chicago referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

At the end of the paper, a bibliography provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

§ Infoskills: [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

### **Student Representatives**

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

### **Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

### Essential Online Information for Students

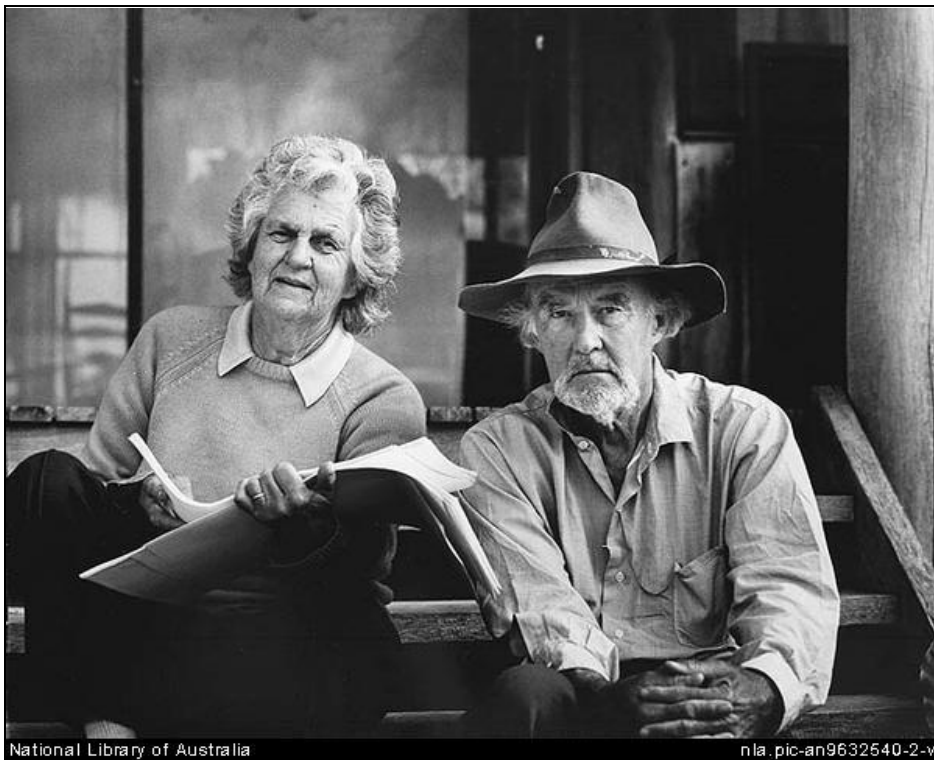
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

§ <http://www.newcastle.edu.au/currentstudents/index.html>

Grading guide		
<b>49% or less</b>	<b>Fail (FF)</b>	An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.
<b>50% to 64%</b>	<b>Pass (P)</b>	The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.
<b>65% to 74%</b>	<b>Credit (C)</b>	The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.
<b>75% to 84%</b>	<b>Distinction (D)</b>	Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.
<b>85% upwards</b>	<b>High Distinction (HD)</b>	All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.

*The University of Newcastle*  
*School of Humanities and Social Science*

## **HIST 3220 - Issues in Australian History**



**Dympha and Manning Clark, pictured at 'Ness', Wapengo, NSW in 1989. Heide Smith, National Library Collection.**

Course Co-ordinator

Dr Erik Eklund ph: 2 49215219 [Erik.Eklund@newcastle.edu.au](mailto:Erik.Eklund@newcastle.edu.au)

Callaghan campus - Rm MCLG26a McMullin

Office Hours: Tuesdays 10–11am & Wednesdays 11–12 noon.

### HIST 3220 Lecture and Tutorial Summary

<i>Week</i>	<i>Dates</i>	<i>Lecture</i>	<i>Seminars</i>
1	19 July	Introduction	No Seminar
2	26 July	Genres of History	Diversity and Australian History
3	2 August	Historians and the Public Stage	Historians in the Public Sphere
4	9 August	History and the Schools	What should children know about Australian History?
5	16 August	Heritage, History, and New Media	Coal River
<i>Week</i>	<i>Dates</i>	<i>Lecture</i>	<i>Tutorial</i>
6	23 August	The Long Boom	Primary Sources
7	30 August	ANZAC Experiences/ANZAC Myths	The ANZAC Myth
8	6 September	The Great Depression	Statistics and Memories
9	13 September	Historical Revisions 1 – The Frontier Experience	A History to be Proud of?
<i>Week</i>	<i>Dates</i>	<i>Lecture</i>	<i>Tutorial</i>
10	20 September	Historical Revisions II - The Stolen Generations	Personal Grief, National Shame and Pride
11	27 September	Library Research Skills	Essay Writing Workshop
<b>Semester Break, 3 to 13 October</b>			
12	18 October	The Whitlam Years	The Constitutional Crisis of 1975
<b>[Essay Due 19 October]</b>			
13	25 October	The Use and Abuse of Australian History	Summing Up
<i>Week</i>	<i>Dates</i>	<i>Lecture</i>	<i>Tutorial</i>
14	1 November	<b>Class Test</b>	<b>No Tutorials</b>



## Prescribed Texts

You should purchase the following books-

Stuart Macintyre with Anna Clark, *The History Wars*. Melbourne: MUP, 2003.

John Hirst, *Sense and Nonsense in Australian History*. Melbourne: Black Inc Agenda, 2005.

These texts are available from the United Campus Bookshop or the Co-op Bookshop, Perkins St, Newcastle. Multiple copies of all of the above are available in the library.

## Recommended Texts

A detailed listing is provided on pages 8–10.

## Format

**One lecture/video session** on Wednesday from 9.00 to 11.00am in AT25. The lecture programme will be varied from time to time with guest lecturers and videos. Dr Victoria Haskins will be lecturing in Weeks 4, 10 and 11 in her areas of expertise. Lecture outlines, announcements and other useful information will appear on the Course Blackboard web site at <http://blackboard.newcastle.edu.au> . You should check the web site at least once a week for the latest updates.

A list of Frequently Asked Questions about Blackboard is at

<http://www.newcastle.edu.au/service/blackboard/student/index.html>

Your studentmail account is an official form of communication and you should check it regularly.

**One tutorial** on Tuesday from 11.00 to 1.00 pm (V111) or Tuesday 2.00 to 4.00pm (V25)

## Course Expectations

You will be expected to attend at least 80% of the lectures and tutorials, complete the essential reading for each week, regularly check the Blackboard web site and your studentmail account, and hand in all written work in the appropriate format to be considered for assessment. Failure to meet the attendance requirements may result in exclusion from the course. The Faculty's normal rules on late essays and plagiarism will apply. There is no assumed knowledge for this course, but participants who have little or no background in Australian history can address this issue by reading general texts such as Stuart Macintyre's *A Concise History of Australia*, Melbourne: CUP, 1999.

## Assessment Details

### Tutorial Paper

All students will prepare and present a five to ten minute introduction in one of the tutorials. This will involve a brief outline of the readings and some attempt to answer the questions listed under each week. If there is more than one student presenting the tutorial then you are encouraged to work co-operatively by dividing up questions or readings as you see fit. Students may use handouts or overheads where appropriate. Your presentation will form the basis of a tutorial paper due in the following week in tutorials worth 20%. This paper should be submitted in essay format (using discipline conventions on footnoting), and should **address the question in italics only**. Do not try to answer every question in your written paper. You should take into account the tutorial discussion itself when completing your final written paper.

### Essay

The essay is due on Thursday 19 October and comprises 40% of your total assessment. To encourage broad research a maximum of 10 marks will be allocated solely on the quality and breadth of your bibliography. The questions are listed from pp. 29-30 of the Course Guide.

Do not answer a question that you have covered in your tutorial paper.

Essays that do not adhere to School requirements on format, referencing, legibility and readability are likely to be returned unmarked. Essays handed in late with no prior arranged extension will be penalised as per faculty policy. Such essays may be marked but no substantive comments will be given. The Library lecture in Week 9 and the Essay Writing Workshop in Week 11 are designed to provide some guidance on researching and planning your essay. Remember that the essay is a major piece of research and a considerable amount of time and thought should be devoted to it. You should plan ahead, making sure you manage the workload from this and other courses. No extensions will be granted based on workload from other courses.

As a matter of urgency you should check the work load and due dates for your other courses and ensure that you have sufficient time to complete your essay for HIST 3220.

### Class Test

The Class Test will be held in lectures in Week 14, and is worth 30% of your total assessment. The question is : With reference to at least four topics from this course, discuss the relationship between academic and popular history

The best preparation for the test is regular attendance, reading and participation every week. Reviewing your notes from your weekly reading, and from the tutorials, will be the best form of revision.

Attendance at the Class Test is compulsory. As with formal exams the only exemptions apply to religious holy days, or documented medical reasons.

### **Tutorial Participation**

The participation mark, worth 10%, will be determined by considering a student's tutorial presentation and overall participation in the tutorial series. The quality of a student's contribution rather than frequency will be the main criteria. You will not earn marks for simply turning up to class. Apart from active participation in the tutorials you must also complete a tutorial presentation and act as moderator during one tutorial to be eligible for a participation mark. (For more details on tutorials see below)

### **Availability**

Please come and see me before or after lectures, or during the office hours listed on the front page at MCLG26a. I am happy to arrange another time for consultation if these do not suit. If you cannot find me in person, please leave a message on my voice mail (49215219) or email [Erik.Eklund@newcastle.edu.au](mailto:Erik.Eklund@newcastle.edu.au)

### **Assistance to Students**

If you are having any problems related to the course your first stop should be the Course Co-ordinator. There are other organisations within the University that can also help. Students with a disability can seek assistance from the Disability and Student Support Unit (ph 4921 6467), and the Learning Skills Unit in the McMullin Building (ph 4921 6606) have courses on researching, writing, and study skills. Auchmuty Library runs courses on using NEWCAT and other search aids. The Language Centre (ph 49215376) runs classes for students who speak English as a second language.

### **General Reading**

Students who require some background in Australian history could begin their preparation for each tutorial by reading a broad introductory chapter on the period or issue covered in that week. Stuart Macintyre's *A Concise History of Australia* will be useful in this regard. Any one of the general texts listed below would also be suitable. I strongly recommend that you familiarise yourself with the location of the major collections of Australian history in the Auchmuty library. Your ability to find

relevant material will be a significant factor affecting your efficient use of time, your final grade and your overall course experience.

Bolton, Geoffrey. *The Oxford History of Australia, Volume 5, 1942, The Middle Way*. Melbourne: Oxford University Press, 1990.

Graeme Davison, *The Use and Abuse of Australian History*. Sydney: Allen & Unwin, 2000.

Kociumbas, Jan. *The Oxford History of Australia, Volume 2, 1770-1860, Possessions*. Melbourne: Oxford University Press, 1992.

Kingston, Beverly. *The Oxford History of Australia, Volume 3, 1860-1900, Glad Confident Morning*. Melbourne: Oxford University Press, 1990.

Macintyre, Stuart. *The Oxford History of Australia, Volume 4, 1901-1942, The Succeeding Age*. Melbourne: Oxford University Press, 1986.

Grimshaw, P. and M. Lake, A. McGrath, M. Quartly, *Creating a Nation*. Melbourne: Penguin, 1994.

Blainey, Geoffrey. *A Shorter History of Australia*. Port Melbourne: Heineman, 1994.

Connell R.W. and T.H. Irving. *Class Structure in Australian History*. (2nd edition), Melbourne: Longman Cheshire, 1993.

Moloney, John. *The Penguin History of Australia*. Melbourne: Penguin, 1994.

Russell P. and White R. ed. *Pastiche 1: Reflections on Nineteenth Century Australia*. Sydney: Allen & Unwin, 1994.

Russell P. and White R. ed. *Memories and Dreams: Reflections on Twentieth Century Australia*. Sydney: Allen & Unwin, 1997.

White, Richard. *Inventing Australia*. Sydney: Allen & Unwin, 1981.

### **Reference Works (all in the reference collection)**

Davison, Graeme, John Hirst and Stuart Macintyre ed. *The Oxford Companion to Australian History*. Melbourne: Oxford University Press, 1998. (highly recommended)

*Australians: Historical Statistics*. Sydney: Fairfax, Syme & Weldon, 1987.

Pike, Douglas, and Bede Nairn ed. *Australian Dictionary of Biography*. (17 Vols). Melbourne: Melbourne University Press, 1966–96.

Horton, David ed. *Encyclopaedia Of Aboriginal Australia Aboriginal And Torres Strait Islander History Society And Culture*. Aboriginal Studies Press: Canberra, 1994. (CD ROM and ordinary text versions available).

## **Journals**

*Aboriginal History*  
*Australian Cultural History*  
*Australian Feminist Studies*  
*Australian Journal of Politics and History*  
*Australian Historical Studies*  
*Australian Studies*  
*Journal of Australian Colonial History*  
*Journal of Australian Studies*  
*Labour History*  
*Public History Review*  
*Journal of the Royal Australian Historical Society*  
*Teaching History*

## **A Warning on References**

There are countless books on Australian history that you could consult but be careful not to use outdated works, or work that is not written by professional historians. Check the background of the author, whether a reputable press published the book, and whether the work has comprehensive footnotes. This should give you an idea of its value or otherwise. Be especially careful when using some of the outdated general histories of Australia, or inappropriate sources such as general encyclopaedias.

## **Internet Resources**

Occasionally I may refer to resources available on the Internet. The issue of gauging the authority and value of this material is even more complex, since just about anyone can publish material on the web. Be very careful when using resources you find on the web, and, as always, it is sound practice to diversify your sources (i.e. use a combination of books, articles, and web-based references). If in doubt, consult the co-ordinator. One useful gateway to internet-based resources for Australian studies is at <http://www.nla.gov.au/oz/>

## **Primary Sources**

Books of collected documents will be the principal way students can access primary sources. The following is a small selection of the published works of collected documents-

Aveling M. & J. Damousi. ed. *Stepping Out of History*. Sydney: Allen & Unwin, 1991.

Clark M. ed. *Select Documents in Australian History, 1851—1900*. (2 vols), London: Heineman, 1955.

Clarke P. & D. Spender. ed. *Lifelines: Australian Women's Letters and Diaries, 1788–1840*. Sydney: Allen & Unwin, 1992.

Crowley F. ed. *Modern Australia in Documents*, Melbourne, 1973.

Daniels K. ed. *Up Hill All The Way: A Documentary History of Women in Australia*. St Lucia: University of Queensland Press, 1980.

Lake M. & C. Fox. ed. *Australians at Work: Commentaries and Sources*. Melbourne: McPhee/Gribble, 1990.

Lowenstein W. ed. *Weevils in the Flour: An oral record of the Great Depression in Australia*. Melbourne: Scribe, 1978.

Ward R. & J. Robertson. ed. *Such was Life: Select Documents in Australian Social History*. (2 vols), Sydney: Jacaranda, 1969.

## Tutorial Programme

The aim of tutorials is for students to -

- familiarise themselves with important historical debates, and how they impact upon contemporary society
- learn to express an informed opinion in both written and oral form
- develop their skills in interpreting primary sources and oral history

I will be taking steps to ensure that all students have an equal opportunity to contribute. This is also a student responsibility so please ensure that you do everything you can to create an atmosphere of inclusive discussion. All students will be encouraged regardless of their level of understanding and verbal abilities, however, ill-informed and inappropriate comments will be discouraged. You must complete the essential reading for each week and come prepared to make an informed contribution to the tutorial. The additional reading is for those who are presenting the tutorial and a guide for further research. The list is by no means exhaustive and you are encouraged to locate other relevant material by scanning bibliographies, the library catalogue and online databases.

## Tutorial Moderator

To ensure structured student involvement each tutorial will have at least one student moderator. The moderator's role will be to introduce the student/s giving the presentation for that week, and at the end of the session summarise the key points that have come up during discussion. Do not underestimate the difficulty of this role. You will need to come prepared, and you will need to pay careful attention to the tutorial discussion. Every student should act as tutorial moderator at least once. Remember to summarise the discussion not the readings.

## **Tutorial and Lecture Programme**

### **Week 1: Introduction (19 July)**

**Lecture 1: General introduction – Introduction to the Course themes, assessment system, and requirements (including copious amounts of gratuitous advice)**

**Tutorial: No Tutorial**

### **Week 2: Genres of History (26 July)**

**Lecture: Genres of History**

**Tutorial: Diversity and Australian History**

Australian history has many different forms, a diversity of practitioners and distinct audiences. While University-based historians typically write for their peers and address the issues of the professional discipline, others in the community, in the media, or in family and local history circles present their research and write quite differently. There are also many popular or vernacular styles of history through collecting, re-enacting and modeling the past, which bear little, if any, relationship to professional history. Does history have a purpose and if so what is it? To what degree does politics influence history, or does history influence politics? *In what ways has Australian history been used (and perhaps abused) since the 1970s?*

**Essential Reading/Viewing**

*The History Wars*, Chapters 1, 2 & 3.

*Sense and Nonsense*, 'Introduction' plus 'Australia's Absurd History'.

### **Additional Reading**

Barcan, Alan, 'Historians Contemplate Their Twilight', *Australian Quarterly*, November-December 1999, 12–15.

Davison, Graeme. *The Use and Abuse of Australian History*. Sydney: Allen & Unwin, 2000, Chapter 1.

Hamilton, Paula; Ashton, Paul, 'At Home with the Past: initial findings from the survey', *Australian Cultural History*, no.22, 2003: (5)-30.

Macintyre, Stuart, 'History Ain't History', *Australian Quarterly*, November-December 1999, 8–11.

Reynolds Henry. 'History'. In *Australian Civilisation*, ed. Richard Nile (Melbourne: Oxford University Press, 1994), 24–40.

Russell P. & White R. 'Introduction' In *Memories and Dreams: Reflections on 20th Century Australia*. (Sydney: Allen & Unwin, 1997), ix–xiii.

Macintyre Stuart 'The Writing of Australian History'. In *Australians: A Guide to the Sources*. ed. D.B. Borchartd & V. Crittenden. Sydney: Fairfax, Syme & Weldon, 1988, 1–29



## **Week 3: Historians and the National Stage (2 August)**

### **Lecture 1: Historians in the public sphere**

**2: Video – ‘The Young Tree Green’: a film biography of Manning Clark, 1998.**

### **Tutorial: What is the public role for historians?**

Historians such as Geoffrey Blainey and the late Manning Clark developed popular profiles beyond the academy. By the late 1970s, both men were nationally identifiable celebrities. This not only generated some professional disquiet or envy (were they mere populists?), but it also engaged them in some very public disagreements about history, and occasionally politics and public policy. In many ways historians are central public intellectuals and history a vital area that offers meaning, and context to contemporary life. Historians can communicate with the public and there is considerable interest in the past, but there are also important struggles over aspects of the past, national identity, and ‘our’ traditions. How well do you think historians have translated their professional knowledge into the public sphere? In entering the public domain, did they go beyond their professional responsibilities? *Why did these historians attract so much controversy?*

### **Essential Reading**

*The History Wars*, Chapters 4 & 5.

*Sense and Nonsense*, ‘Distance: Was it a Tyranny’ & ‘Australian History and European Civilisation’.

### **Further Reading**

Geoffrey Blainey, *Blainey, Eye on Australia: speeches and essays of Geoffrey Blainey*, Melbourne: Schwartz & Wilkinson, c1991.

Carl Bridge, ed. *Manning Clark: essays on his place in history*, Melbourne: Melbourne University Press, 1994.

Manning Clark, *A historian's apprenticeship*, Carlton, Vic: Melbourne University Press, 1992.

Davison, *The Use and Abuse*, Chapter 2.

Stephen Holt, *A Short History of Manning Clark*, Sydney: Allen & Unwin, 1999.

Deborah Gare et al eds. *The Fuss That Never Ended: the life and work of Geoffrey Blainey*, Carlton, Vic: Melbourne University Press, 2003.

Andrew Markus and M.C. Ricklefs eds. *Surrender Australia? Essays in the study and uses of history: Geoffrey Blainey and Asian immigration*, Sydney: Allen & Unwin, 1985.

Humphrey McQueen, *Suspect History: Manning Clark and the future of Australia's Past*, Kent Town, S. Aust.: Wakefield Press, 1997.

Mark McKenna, 'I wonder whether I belong': Manning Clark and the politics of Australian history 1970-2000, *Australian Historical Studies*, v.34, no.122, Oct 2003: 364-383.

A comprehensive bibliography on Geoffrey Blainey is at <http://www.lib.monash.edu/non-cms/blainey/>

## **Week 4: History in our Schools (10 August)**

### **Lecture 1: - Dr Victoria Haskins**

#### **Tutorial: What should children know about Australian history?**

Recently, the teaching of Australian history in Australian schools has come under a great deal of criticism from a variety of perspectives. What kind of criticisms have been made, and are they valid? *Do you think Australian history should be taught in secondary schools (either compulsorily or as an elective) and why?* If so, what are the most important aspects of this history to teach, and why? How can students best learn these aspects?

Tutorial exercise: bring to the tutorial either a copy of a textbook you used at school to discuss; or borrow one from somebody you know, or from the library.

#### **Essential Reading**

Anna Clark, 'What Do They Teach Our Children?' in *The History Wars*, ch.9.

## Additional Reading

'National Inquiry into School History', Department of Education, Science and Training, 1999, [http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/national\\_inquiry\\_into\\_school\\_history/](http://www.dest.gov.au/sectors/school_education/publications_resources/national_inquiry_into_school_history/) [14<sup>th</sup> June 2006]

Follow up the secondary sources cited in Clark above, see pp.254-260

*On Australian historiography generally:*

Macintyre, Stuart, and Julian Thomas (eds), *The Discovery of Australian History 1890-1939*, Melbourne University Press, Melbourne, 1995

Pascoe, Rob, *The Manufacture of Australian History*, Oxford University Press, Melbourne, 1979

Osborne, G and W F Mandle (eds), *New History: Studying Australia Today*, George Allen & Unwin, Sydney, 1982

## A Sample of General Histories and Textbooks

Jose, A.W. *History of Australia*. Sydney: Angus & Robertson, 1927.

Clark, Manning. *A History of Australia* (6 vols) Carlton: Melbourne University Press, 1962–1987.

Shaw, A. G. L. *Heroes and Villains in History: Governors Darling and Bourke in New South Wales*. Sydney: Sydney University Press, 1966.

Shaw, A. G. L. *The Story of Australia*. London: Faber and Faber, 1955.

Thomson, R.P. *A National history of Australia, New Zealand and the adjacent islands*. London: Routledge, 1917.

White, Richard. *Inventing Australia*. 1981

## Week 5: History: Utilising New Media? (16 August)

### Lecture 1: History, Heritage and New Media

#### Tutorial: Re-presenting Coal River

A recent survey by historians at UTS found that more than 80% of the 350 respondents had watched historical movies or documentaries as well as viewed historical photos in the past 12 months. Despite our reverence for books and book culture, historians have to look beyond the printed word. One possibility is to utilise new media to communicate a sense of the past. This week exposes students to a current project and allows you to react to, and participate in, its development. The Coal River Working party is a multidisciplinary research grouping that includes community, industry and University members. One of our projects is looking at innovative ways of presenting historical material using the 'Google Earth' Platform. How effective is the Timescape Module? Compare your response to this resource to your response to an article or book. Compare what you have learned from this resource to that which you have may have learned from an article or book? *In developing new media historical resources, is there a necessary tradeoff between entertainment and education?*

#### Essential Reading/Activity

Graeme Davison, 'History and Hypertext', *The Electronic Journal of Australian and New Zealand History*, <http://www.jcu.edu.au/aff/history/articles/davison.htm> [15 June 2006]

View the Coal River Web Site at [www.newcastle.edu.au/coalriver](http://www.newcastle.edu.au/coalriver)

Access the Coal River Timescape Module (the co-ordinator will provide details)

#### Additional Reading

Davison, *The Use and Abuse*, Chapter 6 & 7 (Chapter 9 is also relevant)

Martyr, P.J., Women's **history** on the **web**', *Australian Historical Studies*, v.32, no.116, Apr 2001: 137-14.

Turnbull, Paul, 'Australian **history**, hypermedia and the world-wide **web**', *Public History Review*, no.8, (2000): 44-57.

## Week 6: The 'long boom' and the primary sources (23 August)

### Lecture 1: The colonial economy, 1860 to 1890

### 2: Working with primary sources

### Tutorial: Reading primary sources

Many historians have understood the period between 1860 and 1890 as one of uninterrupted economic growth and prosperity. Social and labour historians, who focus on both different types of evidence and had different assumptions about the workings of the capitalist economy, challenged this interpretation. This tutorial initially engages with these debates and then asks you to locate a primary source within it. Outline the evidence and assumptions employed in the work of Jackson, as compared to Lee & Fahey. Was colonial Australia a 'working man's paradise'? *How do the two primary sources reflect on the 'long boom' debate?* What are the advantages and disadvantages of the two sources?

### Essential Reading

*Sense and Nonsense*, 'Colonial Society' & 'Egalitarianism'

Macintyre, *A Concise History* chapter 5.

Lee Jenny & Fahey, Charles. 'A Boom for Whom?: Some Developments in the Australian Labour Market, 1870-1891.' In *Pastiche 1* ed. Russell & White, 162–184 or *Labour History* 50 (1986): 1–27.

James Silcock Diary, University of Newcastle Archives (excerpts)

William V Smith diary, University of Newcastle Archives (excerpts)

### Other Relevant Primary Sources

Barwick, Evelyn. *The Diary of Evelyn Barwick* ed. Heather Ashford (Scone, N.S.W: Scone & Upper Hunter Historical Society, c1987). (Auchmuty Rare book collection only).

Henning, Rachel. *The letters of Rachel Henning* ed. David Adams (Ringwood: Penguin Books, 1969).

Jenkins, Joseph. *Diary of a Welsh Swagman, 1869-1894*. abridged and annotated by William Evans (South Melbourne: Sun Books, 1977)

Spence, C.H. 'Marriage Rights and Wrongs' and 'Some Social Aspects of South Australian Life' In *Catherine Helen Spence* ed. Helen Thomson, 499–503 & 526–551. St Lucia: University of Queensland Press, 1987.

Trollope, Anthony. *Australia and New Zealand*. vol.1 (London: Chapman and Hall 1873) Introduction plus section on New South Wales.

Trollope, Anthony. *An Autobiography*, London: Penguin, 1993 (first published 1883).

Twopeny, Richard. *Town Life in Australia*, Harmondsworth: Penguin, 1973, (first published 1883), especially 100–112.

### **Additional Reading**

Buckley K. & Ted Wheelwright. *No Paradise for Workers: Capitalism and the Common People in Australia, 1788—1914*. Melbourne: Oxford University Press, 1988.

Butlin Noel. *Investment in Australian Economic Development, 1861—1900*. Cambridge: Cambridge University Press, 1964, 1–53.

Davison, Graeme. 'R.E.N. Twopenny and Town Life in Australia.' *Historical Studies* 16 (1974): 292–305.

Fahey, Charles. 'Abusing the Horses and Exploiting the Labourer': The Victorian Agricultural and Pastoral Labourer, 1871—1911.' *Labour History* (65): November 1993: 96–114.

Fitzgerald Shirley. *Rising Damp: Sydney, 1870—1890*, Sydney, 1987, Chapter 7 & Conclusion (highly recommended).

Garton Stephen. *Out of Luck: Poor Australians and Social Welfare, 1788-1988*. Sydney: Allen & Unwin, 1990.

Jackson, R.V. *Australian Economic Development in the Nineteenth Century*. Canberra: ANU Press, 1977, 1–27.

Magarey, Susan. *Unbridling the Tongues of Women: a biography of Catherine Helen Spence, 1825—1910*. Sydney: Hale & Iremonger, 1985.

Muir, M. *Anthony Trollope in Australia*. Adelaide: Wakefield Press, 1949.

O'Brien, A. *Poverty's Prison: The Poor in New South Wales, 1880-1918*. Melbourne, 1988.

Sinclair W.A. 'Economic Growth and Well-Being: Melbourne, 1870—1914', *Economic Record*. (51): 1975.

Stannage T. 'Uncovering Poverty in Australian History.' In *Pastiche 1* ed. Russell & White, eds. 143–161 or *Early Days*, (7): 1976 (highly recommended).

White, *Inventing Australia* chapter 3.

## Week 7: ANZAC experiences/ANZAC myths (30 August)

### Lecture 1: ANZAC experiences/ANZAC myths

### 2: Excerpts from Peter's Weir's film, *Gallipoli*

### Tutorial: Reading the ANZAC myth

Anzac is one of the enduring legends of Australian history. Arising out of military disaster, the legend glorifies, above all, the contribution of Anzac soldiers to the 1915 Gallipoli campaign. The legend suggests that the nation was born in blood on the shores of Gallipoli and praises the courage and bravery of the Anzac soldiers. The contribution of Anzacs to the war effort as a whole is memorialised in almost every town in Australia, and the legend remains an important element in Australian identity. It has gained renewed prominence as the number of ANZAC veterans dwindled and the living link with the Anzac experience lost. In this topic we consider some of the elements and distortions of the legend, including an examination of the 1981 film *Gallipoli*. What are the principal elements of the Anzac legend? How has the legend been perpetuated and reinterpreted over time? *How has the ANZAC legend been used and abused?*

### Essential Reading

Macintyre, *A Concise History* 155–168

*Sense and Nonsense*, 'The Gallipoli Landing'

Couvalis, George & Sipson, Cheryl, 'Anzac Heritage or Anzac History: Truth or Fiction?', *Alternative Law Journal*, vol.25, no.4, Aug 2000: 165-184. **OR**

Jones, Caroline Viera, 'Unfortunate omission: writing women out of the Anzac legend', *Bulletin* (Bibliographical Society of Australia and New Zealand), v.28, nos 1-2, 2004: 111-121. (I will put both of these articles on the Blackboard web site)

### Further Reading

Beaumont, Joan. "The Anzac Legend." In *Australia's War, 1914-18*, ed. Joan Beaumont. Sydney: Allen and Unwin, 1995, 149–180. (A good overview if you are new to the topic)

Thomson, Alistair. 'The Return of a Soldier' in Russell & White, *Memories & Dreams*, 62–76.

Collins, Dale. *Anzac Adventure: The Story of Gallipoli Told for Young Readers*. Sydney: Angus and Robertson, 1959.

Barrett, Craig; Crotty, Martin, 'Anzac, the cynics, the sacred and the secular', *History Teacher*, v.43, no.3, Mar 2006: 21-28.

Davison, *The Use and Abuse* Chapter 3

K. Inglis, 'Men, Women and War Memorials: ANZAC Australia' in Russell & White, *Memories & Dreams*, 40–61.

Inglis, Ken. *Anzac Remembered: Selected Writings of K. S. Inglis*. Edited by John Lack. Melbourne: Department of History, University of Melbourne, 1998.

James, Robert Rhodes. *Gallipoli*. Melbourne: Macmillan, 1989. (And earlier editions)

James, Robert Rhodes. *Gallipoli: A 'British' Historian's View*. Melbourne: History Department, University of Melbourne, 1995.

Moorehead, Alan. *Gallipoli*. Sydney: Macmillan, 1989. (And numerous earlier editions).

Thomson, Alistair. *Anzac Memories: Living with the Legend*. Melbourne: Oxford University Press, 1994.

Wellborn, Suzanne. *Lords of Death: A People, a Place, A Legend*. Fremantle: Fremantle Arts Centre Press, 1982.

White, Richard. *Inventing Australia: Images and Identity 1688-1980*. Sydney: George Allen and Unwin, 1981, Chapter 8.

Damousi, Joy. & Marilyn Lake ed. *Gender and War: Australians at War in the Twentieth Century*. Melbourne: Cambridge University Press, 1995.

McKernan, Michael. *The Australian People and the Great War*. Melbourne: Nelson, 1980.

McKernan Michael & M. Browne ed. *Australia, Two Centuries of War and Peace*. Canberra: Australian War Memorial/Allen & Unwin, 1988.

Thompson, Alistair. 'ANZAC: Exploring National Myth and Memory in Australia.' In *The Myths We Live By* ed. P. Thompson & R. Samuel, London: Routledge, 1990.

For a general introduction to the war period see S. Macintyre, *The Oxford History of Australia, Volume 4, 1901-1942, The Succeeding Age*, Melbourne, 1986, chapter 7.

**On debates regarding the ANZAC legend more specifically see-**

Kent, D.E. 'The Anzac book and the Anzac legend.', *Historical Studies* 21 (1985)

Lake Marilyn 'The Power of Anzac.' In *Two Centuries of War and Peace* ed. McKernan & Browne.

Thomson, Alistair. 'Passing Shots at the ANZAC Legend.' In *A Most Valuable Acquisition - A People's History of Australia* ed. J. Lee & V. Burgmann ed. (Melbourne: McPhee Gribble, 1988).



## Week 8: The Great Depression (6 September)

### Lecture 1: The Great Depression in Australia

#### Tutorial: Statistics, memories and the Great Depression

The Great Depression was an economic and human tragedy. It was particularly severe in Australia, given our exposure to falls in world commodity prices and reliance on English loans. However, revisionist historian David Potts has challenged many of our long-held assumptions about the severity and impact of the Depression using a large-scale oral history project. Using very similar evidence, other historians have countered his view. *What are the advantages and disadvantages of using oral evidence from those who lived through the depression?* Considering Potts' view and the reply from Scott and Saunders, which interpretation do you find most convincing and why? How do these broader debates relate to the experience in Newcastle?

#### Essential Reading

Macintyre, *A Concise History* 168–181.

Potts, David. 'A Positive Culture of Poverty represented in the Memories of the 1930s depression.' *Journal of Australian Studies* 26 (1990): 3–14.

Scott, Joanne & Kay Saunders. 'Happy Days are Here Again?: A Reply to David Potts.' *Journal of Australian Studies* 36 (1993): 10–22.

Gray, Sheila. 'Social Aspects of Newcastle during the Depression.' (2nd edition), *Newcastle History Monographs no.11*. Newcastle: Newcastle Region Public Library, 1989, 11–34 (Note the MA thesis on which this is based is held in Auchmuty library).

#### Additional Reading

Blainey, Geoffrey, 'The **Great Depression**'. In *The Blainey View*. (1982): 80-93.

Bolton, Geoffrey. *A Fine Country to Starve in*. Churchlands: University of Western Australia Press, 1994.

Broomhill, Ray. *Unemployed Workers: A Social History of the Great Depression on Adelaide*. St Lucia: University of Queensland Press, 1978.

McCalman, J. *Struggletown*. Melbourne: Melbourne University Press, 1984, Chapters 5 & 6.

Cooksey, Robert. ed. *The Great Depression in Australia*, Canberra, 1970.

Gollan, Robin. *The Coalminers of New South Wales: A History of the Union, 1860–1960*. Melbourne: Melbourne University Press, 1963.

Hughes, Helen. *The Australian Iron and Steel Industry, 1848–1965*. Melbourne: Melbourne University Press, 1964.

Lowenstein, Wendy. *Weevils in the Flour: An Oral Record of the Depression*. Melbourne: Scribe, 1978.

Potts, David. 'A Reassessment of the Extent of Unemployment in Australia During the Great Depression.' *Australian Historical Studies* 24 1991: 378–397.

-----, 'A reply to Scott & Saunders.' *Journal of Australian Studies* (41): 1994, 50–56

-----, 'Tales of Suffering in the 1930s Depression.' *Journal of Australian Studies* 41 (1994): 56–66.

Schedvin, C. B., *Australia and the Great Depression*. Sydney: Sydney University Press, 1970.

Spenceley, Geoff, *A bad smash: Australia in the depression of the 1930s*. Ringwood: Penguin, 1990.

-----, 'The Social History of the Depression of the 1930s based on People's accounts: people's history or bourgeois reconstruction?' *Journal of Australian Studies* 41 (1994): 35–49 (highly recommended).

### **On oral history**

Douglas, Louise. *Oral History: a handbook*. Sydney: Allen & Unwin, 1988

Eklund, Erik. 'Memories of Place: Local History and Oral Evidence.' *The Oral History Association of Australia Journal* 19 (1997).

O'Farrell, Patrick. 'Oral History: Fact and Fiction.' *Quadrant* November 1979, 2–12.

Darian-Smith and Paula Hamilton ed. *Memory and History in Twentieth-Century Australia*. Melbourne: Oxford University Press, 1994 (intro and chapter one highly recommended).

## **Week 9: Historical Revisions 1 – The Frontier Experience (14 September)**

**Lecture: 1: ‘Black Armband’ History – Dr Victoria Haskins**

### **Tutorial: A History to be proud of?**

Aboriginal land rights, terra nullius, the policies of child removal and reconciliation have provoked a significant rethinking of Australia’s past. While some historians and commentators have searched for more effective and what they would see as a more ‘honest’ versions of Australia’s past, others have argued that a focus on the negative aspects of race relations has gone too far, and that ‘black armband history’ has emphasised brutality at the expense of good will, oppression at the expense of tolerance. This debate has embroiled many academics, scholars and national institutions such as the National Museum, and the ABC. While this issue has been developing since at least the early 1990s, attention has recently focused on Keith Windschuttle’s attempts to challenge what is now the orthodox view of the frontier. Outline the fundamental argument in the ‘frontier debate’ as you see it. Why do you think this debate might be happening now, and is it an attempt to return to the older story, or tell a new one? *Why is it so hard to ‘prove’ massacres of Aboriginal people, and what does this issue in our historical arena tell us about Australian history and Australian society today?*

### **Essential Reading**

*The History Wars*, Chapter 8

John Hirst, *Sense and Nonsense in Australian History*, ‘Australian History and European Civilisation’ & ‘Five Fallacies of Aboriginal Policy.’

### **Additoinal Reading**

Attwood, Bain, *Telling the Truth about Aboriginal History*, Allen & Unwin, Crows Nest, 2005.

Attwood, B & S Foster (eds), *Frontier Conflict: The Australian Experience*, NMA, Canberra, 2003 (esp the sections on ‘How do we know?’ and ‘How do we remember?’).

Brawley, Sean. ‘A Comfortable and Relaxed Past’: John Howard and the ‘Battle of History.’ *Electronic Journal of Australian and New Zealand History*.

<http://pandora.nla.gov.au/parchive/H1998-Sep-2/www.jcu.edu.au/aff/history/articl.htm>

- Blainey, Geoffrey. "Drawing Up a Balance Sheet of History." *Quadrant* 37 (7-8) July-August 1993: 10–15.
- Birch, Tony. "'Black Armbands and White Veils': John Howard's Moral Amnesia." *Melbourne Historical Journal* 25 (1997): 8–16.
- Broome, Richard, 'Aboriginal Victims and Voyagers, Confronting Frontier Myths', *Journal of Australian Studies*, 42, September 1994, pp.70-77
- Evans, Ray and Bill Thorpe, 'The Massacre of Australian History', *Overland*, no.163, 2001, pp.21-40
- Keating, Paul. *Advancing Australia: The Speeches of Paul Keating, Prime Minister*, ed. Mark Ryan. Sydney, Big Picture Publications, 1995.
- Lydon, J, "no moral doubt...': Aboriginal evidence and the Kangaroo Creek poisoning, 1847-1849', *Aboriginal History*, no.20, 1996, pp.151-175
- McQueen Humphrey. *Suspect History: Manning Clark and the Future of Australia's Past*. Adelaide: Wakefield Press, 1997.
- Manne, Robert (ed), *Whitewash: On Keith Windschuttle's Fabrication of Aboriginal History*, Schwartz, Melbourne, 2003
- Reynolds, Henry. *Why Weren't We Told?: A Personal Search for the Truth About Our History*. Melbourne: Viking, 1999.
- Reynolds, Henry. *Fate of a Free People*, Melbourne: Penguin, 1995.
- Ryan, Lyndall, *The Aboriginal Tasmanians* 2<sup>nd</sup> ed. Sydney: Allen & Unwin, 1996.
- Keith Windschuttle, 'The Myths of Frontier Massacres in Australian History – Part 1', *Quadrant*, October 2000: 8–21.
- Keith Windschuttle, 'The Myths of Frontier Massacres in Australian History – Part II', *Quadrant*, November 2000: 17–24.
- Keith Windschuttle, *The Fabrication of Aboriginal History vol1: Van Diemen's Land, 1803-1847*. Macleay Press: Sydney, 2002: 1-10.
- John Turnbull, 'Review: The Fabrication of Aboriginal History', *Australian Art Review* [www.artreview.com.au/artelated/bookreviews/article168.asp](http://www.artreview.com.au/artelated/bookreviews/article168.asp) [17 June 2005]
- Henry Reynolds, 'From Armband to Blindfold', *Australian Review of Books*, March 2001: 8–9 & 26.
- ABC Lateline TV program transcript –'Debate rages over 'peaceful' white settlement' 16 April, 2001.
- See also Windschuttle's web site [www.thesydneyline.com/](http://www.thesydneyline.com/)

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## Week 10: Historical Revisions II - The Stolen Generations (20 September)

### Lecture 1: The Stolen Generations – Dr Victoria Haskins

### 2: *Land of the Little Kings* Canberra: Ronin Films, 2000.

### Tutorial: The Stolen Generations

Few aspects of our past have provoked such heated debate. The publication of the 1997 'Bringing Them Home' report chaired by Justice Roland Wilson marked a significant increase in public knowledge and awareness of the policies of child removal throughout the twentieth century. Shortly afterwards, however, the report and the emerging historiography of child removal came under sustained attack from certain conservative journalists, and think tanks. The issue is further complicated by the overlay of party politics where, at least at the federal level, the major parties have divergent views on the issue. Add a raft of complicated moral issues about responsibility, national pride and shame, intergenerational obligation, reconciliation and a national apology, and you have the makings of the single most vexing historical issue facing Australians today. Outline the policies and the reasons for Aboriginal child removal. What was the impact of the 'Bringing Them Home' report? *What differing views on the role of history do the various sides of the stolen generations debate bring to the issue?*

### Essential Reading

Human Rights and Equal Opportunity Report, 'Bringing Them Home', 1997.  
<http://www.austlii.edu.au/au/special/rsjproject/rsjlibrary/hreoc/stolen/prelim.html>. See especially part 1 and 2.

*The History Wars*, Chapter 8

Hirst, *Sense and Nonsense in Australian History*, 'How Sorry Can We Be?'

### Additional Reading

ABC Radio National Background Briefing 'Stolen Generations', broadcast 2 July 2000.  
<http://www.abc.net.au/rn/talks/bbing/stories/s148775.htm>

Attwood, Bain, "'Learning about the truth" The stolen generations narrative', in Bain Attwood and Fiona Magowan (eds), *Telling Stories: Indigenous History and Memory in Australia and New Zealand*, Allen & Unwin, Crows Nest, 2004

- Austin, Tony, *I Can Picture the Old Home So Clearly: The Commonwealth and "Half-Caste" Youth in the Northern Territory 1911-1939*, Aboriginal Studies Press, Canberra, 1993.
- Brawley, Sean. 'A Comfortable and Relaxed Past': John Howard and the 'Battle of History.' *Electronic Journal of Australian and New Zealand History*
- Cummings, Barbara, *Take This Child... From Kahlin Compound to the Retta Dixon Children's Home*, Aboriginal Studies Press, Canberra, 1990.
- Goodall, Heather, 1990, ' "Saving the Children": Gender and the Colonization of Aboriginal Children in NSW, 1788 to 1990', *Aboriginal Law Bulletin*, vol.2, no.44, June: 6-9
- Habeich, Anna, *Broken Circles: Fragmenting Indigenous Families 1800–2000*. Fremantle: Fremantle Arts Centre Press, 2000. (highly recommended)
- Haskins, Victoria, *One Bright Spot*, Palgrave, London, 2005
- Holland, Alison 2001, 'Wives and Mothers Like Ourselves? Exploring White Women's Intervention in the Politics of Race, 1920s-1940s', *Australian Historical Studies*, vol.32, no.117, October: 292-310.
- Kennedy, Rosanne 2001, 'Stolen Generations testimony: trauma, historiography, and the question of 'truth'', *Aboriginal History*, vol.25: 116-131
- Link-Up (NSW) Aboriginal Corporation & Tikka Jan Wilson 1997 *In the Best Interests of the Child? Stolen children: Aboriginal pain/White shame*, Aboriginal History Incorporated, Canberra.
- Manne, Robert, 'In Denial', *Quarterly Essay*, issue no.1, 2001: 4–105.
- Meagher, Douglas, 'Not Guilty', *Quadrant*, November, 2000: 26–34.
- Mellor, D, & A Haebich (eds), *Many Voices: reflections on experiences of Indigenous child separation*, NLA, Canberra, 2002
- Paisley, Fiona 'Race and Remembrance. Contesting Aboriginal Child Removal in the Inter-War Years', *Australian Humanities Review* (1997): 1-9
- Pierce, Peter. *The Country of Lost Children: An Australian Anxiety*. Cambridge: Cambridge University Press, 1999
- Read, Peter, *A Rape of the Soul So Profound*, Allen & Unwin, Sydney, 1999.
- Tucker, Margaret *If Everyone Cared*, Grosvenor Books, Melbourne, 1983 (1977)
- Van Krieken, Robert, *Children and the state: Social control and the formation of Australian child welfare: Studies in Society*, Allen & Unwin, Sydney, 1991.
- Walden, Inara, 1995, ' "That was slavery days": Aboriginal Domestic Servants in New South Wales in the Twentieth Century', in Ann McGrath & Kay Saunders (eds), *Labour History: Aboriginal Workers*, no.69, Australian Society for the Study of Labour History, Sydney: 196-207
- Woodrow, Marjorie, *One of the Lost Generation*, M Woodrow, Narromine, 1990.

## **Week 11: Essay Writing (27 September)**

### **Lecture 1: Library Research Skills**

#### **Tutorial: Essay Writing Workshop**

Come prepared to outline your essay plan and discuss any research or writing issues that are coming up. The first hour will be general discussion while the second hour is taken up with individual consultation.

## **Semester Break – 2 October to 13 October inclusive**

## **Week 12: The Whitlam Years, 1972–75 (17 October)**

### **Lecture 1: The Whitlam Years and the Dismissal**

### **2: Video - *November 1975* (ABC Four Corners).**

#### **Tutorial: The Dismissal**

On 11 November 1975 the Whitlam government was dismissed by the Governor-General after a budget deadlock rendered it unable to pass supply bills. Ever since, debate has continued as to who was at fault for the greatest political crisis in Australian history. Was it Whitlam's incompetence, Fraser's betrayal of parliamentary convention, or Kerr's over-eagerness to intervene? Was it essentially a constitutional issue, or was there a conspiracy? Since the dismissal something of a 'Whitlam legend' has developed. The former PM is now one of the most sought after guest speakers – it seems as though the manner of his demise only heightened his reputation. The Republican issue, and more recent controversy surrounding the actions of the former Governor General, Peter Hollingsworth, has rekindled debate and discussion about the proper role of this office. In this tutorial, we consider the different standpoints of the three main players, their different perspectives, and their different reading of events. How does Whitlam justify his actions? How does Kerr justify his? How do Fraser and his biographer portray his role? *With reference to the accounts of the participants, whose view do you find most convincing?*

### Essential Reading

Macintyre, *A Concise History* 230–235.

Hirst, *Sense and Nonsense*, 'Towards a Republic'.

Whitlam, Gough. *The Truth of the Matter*. Melbourne: Allen Lane, 1979, 60–88.

Ayres, Philip. *Malcolm Fraser: A Biography*. Melbourne: Mandarin, 1989, 269–301.

Kerr, John. *Matters for Judgment: An Autobiography*. Melbourne: Macmillan, 1988, 354–375, 431–439.

### Additional Reading

Barwick, Garfield. *Sir John Did His Duty*. Wairoa: Serendip Publications, c1983.

Beams, Nick et. al. *The Canberra Coup!: A Documentary on the Sacking of the Labor Government, November 11, 1975*. Sydney: Workers news, 1976.

Kelly, Paul. *The Unmaking of Gough*. Sydney: Angus & Robertson, 1976.

Lloyd, Clem, and Andrew Clark. *Kerr's King Hit*. Sydney: Cassell, 1976.

Kelly, Paul. *November 1975 : The Inside Story of Australia's Greatest Political Crisis*. Sydney: Allen & Unwin, 1995.

Foley, Stephen, and Marshall Wilson. *Anatomy of a Coup: The Sinister Intrigue Behind the Dismissal*. Melbourne: Canterbury Press, 1990.

Sexton, Michael. *Illusions of Power: The Fate of a Reform Government*. Sydney: Allen & Unwin, 1979

Whitlam, Gough. *The Whitlam Government 1972-1975*. Melbourne: Viking, 1985.

## Week 13: The Use and Abuse of Australian History (24 October)

### Lecture 1: Using and Abusing Australian History

#### Tutorial: Using and Abusing history

Reviewing the course overall, in what ways do you see Australian history being used and abused? How prominent are professional historians in this process? Is there a dialogue between historians and the general public? Is there a place for academic history? *Why does Australian history provoke such media and public interest?*



### **Essential Reading**

*The History Wars*, Ch10 & conclusion

Review *Sense and Nonsense*, 'Introduction' plus 'Australia's Absurd History' from Week 1

### **Additional Reading**

Davison, *The Use and Abuse* Chapter 4, 6, 9, 11, 12, 13 and 14.

Macintyre, *A Concise History* Chapter 10.

Macintyre 'History Ain't History' and Barcan, 'Historians Contemplate Their Twilight' from Week 2.

## **Week 14: Class Test (31 October)**

**Lecture 1: Class Test conducted in the normal lecture time.**

## **ESSAY QUESTIONS**

**DUE: 19 October, 2006**

**Please read the following important points before you start your essay-**

- Do not attempt to answer a question that overlaps with your tutorial paper. See the course co-ordinator if you have any doubts.
  
- Essays should conform to the School's requirements for written work. Late essays will be penalised. No written work will be accepted after the end of Week 14..
  
- See the relevant tutorial week for useful reading and the course co-ordinator if further assistance is required.
  
- Students are encouraged to locate further material using NEWCAT or online data bases.
  
- Students who begin work early and seek help from the co-ordinator invariably score better marks. Remember there is no option to resubmit if you are disappointed with your grade.
  
- Submit a hard copy as well as an online copy through Turnitin.

**Choose one of the following-**

1. Examine the career of at least three Australian historians and discuss their relationship to the public sphere.
  
2. Why teach Australian history in Schools? Should it be compulsory?
  
3. New media such as video, film, and the world wide web can never replace books and book learning.  
Discuss this statement.
  
4. Using at least three primary sources from the period 1860 to 1890, analyse the 'long boom' debate and discuss how your sources reflect on this debate.

5. Discuss the strengths and weaknesses of oral sources on the Great Depression in Australia. In what ways can a simplistic use of oral sources produce an unbalanced account?
6. Discuss the creation and the maintenance of the ANZAC myth since 1915.
7. To what extent has the scholarship on Aboriginal/Settler relations of the 1970s, 80s and 90s by Reynolds, McGrath, Habeich, Broome, Ryan and others been successfully challenged or modified by more recent critical assessments by journalists, commentators and historians such as Partington, Blainey and Windschuttle.
8. Outline the various interpretations of history brought to bear by different perspectives in the debate over whether the Commonwealth Government should formally apologize to Aboriginal survivors of child removal.
9. Account for the dismissal of the Whitlam Government in November 1975. Was the Governor General's action justified?
10. Design your own essay question. In formulating the question you should consider-
  1. the themes of the course
  2. the availability of primary and secondary sources
  3. the suitability of the question to the relevant word limit.

This must be done in consultation with, and with the approval of, the course co-ordinator

Facts about Australian History tell about the history of the indigenous people in Australia as well the history of the English settlement. Before Australia was inhabited by the colonial societies, the indigenous Australia had lived here for more than 40,000 years. It was believed that they arrived in Australia around 40,000 to 70,000 years ago from the Maritime Southeast Asia. Let me show you more interesting facts about Australian history below: Facts about Australian History 1: the longest surviving tradition. The traditions that the indigenous Australia have such as the spiritual, musical a A Short History of Australia The Australian National Flag has three elements on a blue background: the Union Flag or Union Jack, the Commonwealth Star and the Southern Cross. The Union Jack in the upper left corner recognizes the history of British settlement. Below the Union Jack is a white Commonwealth or Federation star. It has seven points symbolizing the unity of the six states and the territories of the Commonwealth of Australia. Early History The first settlers arrived around 50,000 years ago. This was at a time when sea levels were lower and the land was less fertile. The central dry a